4:Grajdanzev--139 S-4 (no date) 1942 Formosans
116, 171, 208, 658, 177.20 Japan
636.20

"Analogous to the war expenditures are the related expenditures on propaganda. In this group we included expenditures on broadcasting, including construction of new stations, on 'social education,' and on the 'spiritual mobilization of the population'. There may be some who wonder whether the expenditures on radio-broadcasting stations may be properly considered as expenditures on propaganda. But while in Japan the users of radio receivers must pay a certain annual fee, in Taiwan broadcasting is free because the government considers it a powerful instrument for 'spiritual mobilization' and for the Japanization of the population."

4:Grajdanzev--165 S-4 (no date)1942 Formosans
116, 208, 563, 658, 871, 177.87 Japan
636.87

"In the sphere of education the island has passed through two periods, one before 1919 and another since that year. Before 1919 the policy of the government with respect to the Chinese of the island was vacillating. It was ready to recognize the existence of the Chinese in the Japanese Empire as a separate entity, and was ready even to help them preserve their Chinese character. A special society was created to investigate Chinese customs and habits and these were to be taken into consideration in court practice. Later, the failure of this policy was recognized and the avowed end became the japanization of the inhabitants of the islands in order to make them loyal subjects of the Empire. The elementary school was to become the chief instrument in this japanization. While before that period the education of the Chinese was completely neglected, since then school expenditures have grown and the number of pupils has increased from year to year. But this does not mean that there is any equality between the Japanese and Chinese as regards education. A literate population is necessary for the japanization of the islanders. Knowledge of the Japanese language is indispensable for workers, policemen, for the paocheng, for clerks, for all who work for their Japanese rulers. It does not mean, that there is any intention of raising the Chinese to an equal position with the Japanese."

4:Grajdanzev--168 [2] S-4 (no date) 1942 Formosans
116, 563, 658, 873

"In discussing the public finances of Taiwan, it was noted that the expenditures on the only university in Taiwan. which is in Taihoku, cannot be considered as expenditures purely for the education of the Chinese population. In 1939 there were 192 Japanese and 90 Chinese students in this university."

40: Kirk--20 S-2 (no date) 1941 Formosans
116, 191, 658, 871, 177.87

"Koshusho, or national language training schools, which have sprung up to facilitate the teaching of Japanese to adults, numbered 7,306 in 1939. The classes meet in schoolrooms, public halls, or private homes under the leadership usually of Japanese-speaking Formosans who contribute their services free. From the year 1934 Formosan children will attend primary school for at least six years under a cumpulsory education law similar to the law in Japan proper."

40: Kirk--25-26 S-2 (no date) 1941 Formosans-1-2
116, 561, 575, 658, 883, 177.88 Japanese

"Youth movements. The Japanese are laying great stress upon the various youth movements which are actively sponsored in Taiwan by the Government General and the local provincial governments. There are young men's associations, young women's associations, and Boy Scouts. These organizations aim to

> train and drill youth spiritually and physically to inculcate loyalty, to improve character as loyal subjects, to instill a spirit of public service, to encourage self-help, self-control and initiative, to increase knowledge and skill necessary for practical life, to encourage diligence and thrift, and to improve general health conditions of the nation.

The specific purpose of the young women's association (Joshi Seinen Dan), especially among Formosan Chinese, is 'to encourage and propagate the use of the national language, to inculcate female virtue, to educate women in housekeeping, to improve home-life, to cultivate sentiments through recreation, to improve health conditions, and thus to train women in sound womanhood.' The young woman's movements, however, are far less active than the men's associations. The local territory covered by each association corresponds to a public school district. Young people under 20 years of age

who are graduates of [26] public schools may join the youth movement. The young Formosan Chinese members are particularly interested in spreading the use of the Japanese language and in raising the Formosan standards of living. The young men are called upon to assist the police in traffic control during celebrations, to serve on watch duty or to run errands, and even to do hard manual labor, on occasion, when additional workers are needed.

The geographical position of Formosa and the ethnic factors in the overwhelming non-Japanese population are largely responsible for the determined drive of the Imperial government to assimilate the Formosans as speedily as possible."

217 libraries have a total of 46,187 books in European languages, 241, 574 in Chinese, and 240,603 in Japanese.

874 The provincial Department of Education also maintains two trade schools for the deaf, dumb, and blind at Taipei and Tainan. These schools provide free education in trades such as woodworking, barbering, shoemaking, massaging, etc., and can accommodate 436 students, principally children.

658 Special attention has been given to fine arts education in order to encourage the aesthetic aspirations of the people. The Ministry of Education recently established for this task the Committee for Fine Arts Education and the Committee for Research and Improvement of Chinese Opera. New plays are being written and concerts, art exhibitions, and other cultural events are provided under the committees' promotion.

III. ROLE OF THE GOVERNMENT

A. Content and Character of the Role

87

In Formosa, the government has general control over the supervision, educational policies, and organization of schools at all levels.

The Executive Yuan, in its proposal of an administrative program to the Legislative Yuan in March 1952, set its educational objectives as follows: "that in order to meet the needs of time...